

**Please use this Word document to draft your submission, then copy / paste into the program submission portal**

Title and type

Presentation title

Please enter the title of your presentation using sentence case ***e.g. My presentation title: An exploration of sentence structure***.

Abbreviations may be used in the title, provided the name in full is outlined in the body of the presentation overview.

Click or tap here to enter text.

Presentation style

Please review the [presentation type](https://www.speechpathologyaustralia.org.au/Public/CPD-events/SPA-conference/2026/Program/Call-for-submissions.aspx#presentationtypes) descriptions.

Choose an item.

Stream

Streams are broad categories that assist us in reviewing and organising the program. They help group similar presentations together, preventing competition.

To aid us in reviewing your presentation effectively, please select the stream that best describes your content.

 **NB.** The Conference Organiser retains the right to adjust your selected stream if it better aligns with your content.

Adult communication

This stream examines various dimensions of communication needs in adults.

Subtopics covered in this stream include:

* acquired communication needs
* acute communication needs
* adult literacy
* aged care
* cognition
* intellectual disability
* justice system
* LGBTQIA+ communities
* mental health
* progressive communication needs
* stuttering/fluency
* trauma
* voice

Communication in children and young people (0-18 years)

This stream is dedicated to the study of communication development in children and young people from 0 to 18 years.

Subtopics covered in this stream include:

* acquired communication needs
* adolescent language
* adolescent literacy
* childhood apraxia of speech
* cleft palate
* congenital communication needs
* disability
* hearing
* justice system
* mental health
* neurodiverse and neurodivergent populations
* pre-school language
* school age language
* school age literacy
* speech development
* speech sound disorders
* stuttering/fluency
* tongue-tie
* trauma
* voice

Communication access

This stream centres on communication access and multi-modal communication across the lifespan.

Subtopics covered in this stream include:

* Augmentative and Alternative Communication (AAC)
* Complex Communication Needs (CCN)
* disability

Innovation and emerging technology

This stream delves into the innovative aspects of speech pathology practice.

Subtopics covered in this stream include:

* artificial intelligence
* digital tools
* innovations in speech pathology practice
* new ways of using technology
* virtual reality

Professional education and support

This stream centres on professional development, education and support for speech pathologists.

Subtopics covered in this stream include:

* Aboriginal and Torres Strait Islander cultural learning
* change management
* coaching and mentoring
* leadership
* lifelong learning
* practice (clinical) education
* self-care and burnout
* supervision

Professional practice

This stream delves into the practical aspects of speech pathology professional practice.

Subtopics covered in this stream include:

* building capacity within consumer environments
* business practices
* culturally safe and responsive service provision
* international/global
* primary health care
* research, service delivery models, including multidisciplinary
* service demands
* speech pathologists working in education
* speech pathology in emerging settings (e.g. mental health, justice system)
* speech pathology within the National Disability Insurance Scheme (NDIS)
* trauma-informed practice
* workforce

Professional standards and ethics

This stream highlights the ethical and professional standards upheld by speech pathologists.

Subtopics covered in this stream include:

* accreditation
* certification
* consumer advocacy
* ethical conduct working alongside Aboriginal and Torres Strait Islander Communities
* ethical decision making
* evidence-based practice (EBP)
* human rights
* professional conduct
* professional standards
* reflective practice
* regulation
* skills assessment
* social justice

**Swallowing, feeding and mealtimes**

This stream delves into the assessment and management of swallowing, feeding and mealtime needs across the lifespan.

Subtopics covered in this stream include:

* adult - acute
* adult - ageing, community
* adult - disability
* adult - post-acute, rehab
* breast/chest feeding
* instrumental assessments
* neonates
* paediatric

Keyword(s)

To assist attendees in navigating the program, the platform will feature search functionality by keywords, allowing attendees to locate presentations based on their chosen topic(s).

Please select one or more keywords from the provided list that best align with the content of your submission.

[ ] Aboriginal and Torres Strait Islander

[ ] Accent modification

[ ] Acute care – paediatric

[ ] Acute care – adult

[ ] Acquired brain injury/traumatic brain injury (ABI/TBI)

[ ] Across the lifespan

[ ] Adolescent

[ ] ADHD

[ ] Adult

[ ] Advocacy

[ ] Aged care

[ ] Alternative and Augmentative Communication (AAC)

[ ] Ankylglossia

[ ] Aphasia

[ ] Apraxia

[ ] Artificial intelligence

[ ] Articulation

[ ] Assessment

[ ] Auditory processing

[ ] Autism (ASD)

[ ] Book sharing

[ ] Business and independent/private practice

[ ] Cancer

[ ] Cerebral Palsy

[ ] Capacity assessment

[ ] Change management

[ ] Childhood Apraxia of Speech (CAS)

[ ] Cluttering

[ ] Coaching

[ ] Cochlear implant

[ ] Collaboration

[ ] Cognition

[ ] Cognitive communication

[ ] Communication difference

[ ] Complex communication needs (CCN)

[ ] Competency

[ ] Comprehension

Consent

[ ] Continuous quality improvement

[ ] Craniofacial (including cleft)

[ ] Culturally and linguistically diverse (CALD)

[ ] Cultural learning

[ ] Cultural responsiveness

[ ] Deaf and hard of hearing

[ ] Dementia

[ ] Developmental Language Disorder (DLD)

[ ] Disability

[ ] Diversity, Equity and Inclusion (DE&I)

[ ] Down Syndrome

[ ] Dysarthria

[ ] Dyslexia

[ ] Dysphagia

[ ] Dyspraxia

[ ] Early language

[ ] Early childhood education

[ ] Executive functioning

[ ] Early intervention

[ ] Early years education

[ ] Education

[ ] Ethics

[ ] Evidence based practice (EBP)

[ ] Expressive language

[ ] Feeding

[ ] Foetal Alcohol Spectrum Disorder (FASD)

[ ] Flexible endoscopic evaluation of swallowing (FEES)

[ ] Fluency

[ ] Fragile X

[ ] Grammar and syntax

[ ] Head and neck

[ ] Head injury

[ ] Hearing loss

[ ] Inclusive education

[ ] Infant feeding

[ ] Innovative practice

[ ] Interprofessional collaborative practice

[ ] International/global

[ ] Justice

[ ] Justice intermediary

[ ] Juvenile justice

[ ] Language disorder (e.g. LD associated with...)

[ ] Laryngectomy

[ ] Literacy

[ ] Leadership

[ ] Mealtime support

[ ] Mental health

[ ] Mentoring

[ ] Metalinguistics

[ ] Motor speech

[ ] Multidisciplinary practice

[ ] Narrative

[ ] NDIS

[ ] Neonatal care

[ ] Neurological disorders

[ ] Neuromuscular Electrical Stimulation (NMES)

[ ] Neurodiversity

[ ] Neuro-developmental disability

[ ] Oncology

[ ] Orofacial myofunctional disorders

[ ] Oral language

[ ] Other congenital syndromes

[ ] Parent/carer training

[ ] Paediatric/Infant

[ ] Palliative care

[ ] Phonetic transcription

[ ] Phonological impairment

[ ] Phonological and phonemic awareness

[ ] Private practice

[ ] Prader-Willi Syndrome

[ ] Practice (clinical) education

[ ] Pragmatic language

[ ] Prevention

[ ] Project planning/management

[ ] Progressive disorders

[ ] Professional practice

[ ] Professional support

[ ] Promotion

[ ] Professional standards

[ ] Quality improvement

[ ] Reading

[ ] Receptive language

[ ] Reading comprehension

[ ] Research

[ ] Saliva control

[ ] School age

[ ] Selective mutism

[ ] Semantics

[ ] Service delivery

[ ] Social communication

[ ] Specific disorders

[ ] Specific learning disorders

[ ] Speech

[ ] Speech sound disorders

[ ] Stroke

[ ] Student

[ ] Stuttering/fluency

[ ] Supervision

[ ] Swallowing

[ ] Telepractice

[ ] Therapy

[ ] Tongue-tie

[ ] Tracheostomy

[ ] Transdisciplinary practice

[ ] Transgender and gender diverse

[ ] Trauma informed practice

[ ] Vision

[ ] Vocabulary

[ ] Voice

[ ] Voluntary Assisted Dying

[ ] Videofluoroscopic swallow study (VFSS)

[ ] Wellbeing

[ ] William’s Syndrome

[ ] Workforce

[ ] Written language

[ ] Youth justice

Presentation content

Presentation summary

Presentation summaries assist attendees in making informed decisions about attending the session. Please provide a clear and concise third-person description of the objective(s), methods, results, and conclusions presented in a clear and logical manner (max. 300 words)

***e.g.*** ***This presentation explores the complexities of sentence structure, highlighting its significance in clear communication. The session aims to provide a succinct overview of the research, focusing on key objectives, methods, results, and conclusions.***

***The research objectives include a thorough examination of sentence structure elements such as syntax, grammar, and style. The study’s findings underscore the significant influence of sentence structure on both language comprehension and expression. The research revealed that variations in sentence structure can alter meaning and evoke different emotions, emphasising the critical role it plays in effective communication.***

Click or tap here to enter text.

Key messages\*

In dot points, please provide three (3) key messages attendees will take away from your presentation.
***e.g. At the conclusion of my presentation attendees will take away
1. key message
2. key message
3. key message***

Click or tap here to enter text.

Co-contributor(s)

If there are individuals who have contributed to the submission, please provide their details in order of their contribution, using the format: Last name, First name initial(s), Middle name initial(s)
***e.g. Cambridge, C E D; Jordan, M J***

Co-contributors should be limited to those directly involved in creating, preparing, or delivering the presentation. For large collaborative projects, any additional contributors should be acknowledged within the presentation, contingent on its acceptance.

***If your submission is accepted, we’ll collect co-presenter details during program confirmation.***

Click or tap here to enter text.

Additional information

Evidence based best practice\*

Submissions should be grounded in current or emerging quality evidence-based research or reflect the latest best practices in skill development in the field, in line with SPA’s guidelines on [Evidence-Based Practice for Speech Pathology in Australia](https://speechpathologyaustralia.org.au/public/libraryviewer?ResourceID=407&hkey=8ea62f39-6924-4eca-aeb5-ed4f665b5056).

Evidence-Based Practice (E4BP) requires integrating four sources of evidence (Hoffman et al., 2013):

* Rigorously conducted research
* Preferences of service users
* Practitioner knowledge, experience, and expertise
* Contextual factors, such as available resources and organisational/government practices and policies

Demonstrate how your submission exemplifies evidence-based best practice, whether established or emerging. Outline any limitations concerning the information and ensure you consider both professional expertise (e.g. practice-based evidence) and the most current evidence-based published research, incorporating the four sources of evidence as outlined above.

Click or tap here to enter text.

Assumed knowledge of attendee\*

What level of knowledge or experience is assumed of the attendees?

Choose an item.

Aboriginal and Torres Strait Islander content\*

Does your submission pertain to or include content related to Aboriginal and Torres Strait Islander People?

Choose an item.

If yes, provide a description of the research, project, or clinical service, outlining its alignment with Community aspirations and needs, highlighting the involvement of Aboriginal researchers across all stages (design, data collection, analysis, and dissemination), and outline the integration of Indigenous methodologies for knowledge translation and implementation.

Click or tap here to enter text.

Was the research led by an Aboriginal and Torres Strait Islander person, or by a team that includes an Aboriginal and Torres Strait Islander person/people?

Choose an item.

Conflict(s) of interest\*

In the interest of transparency, we ask you to disclose all relationships/activities/interests that are related to the content of your submission. “Related” means any relation with for-profit or not-for-profit third parties whose interests may be affected by the content of the submission. For example, if your submission pertains to the epidemiology of hypertension, you should declare all relationships with manufacturers of antihypertensive medication, even if that medication is not mentioned in the submission.  Disclosure represents a commitment to transparency and does not necessarily indicate a bias.

If you're unsure of what to declare please visit the [International Committee of Medical Journal Editors (ICMJE) website.](http://www.icmje.org/)

Choose an item.

If yes, provide details and information of the conflict.

***e.g. I have financial associations with ABC Organisation, whose interests may be impacted by the content of my submission, as my research pertains to sentence structures. This association remains deidentified within the submission. This disclosure reflects my commitment to transparency and does not necessarily indicate bias.***

Click or tap here to enter text.